

Grade Nine

The ninth-grade student will plan, present, and critique dramatic readings of literary selections. Knowledge of literary terms and forms will be applied in the student's own writing and in the analysis of literature. The student will be introduced to significant literary works. Increased requirements for research and reporting in all subjects will be supported by the use of print, electronic databases, online resources, and a standard style sheet method to cite reference sources. The student will distinguish between reliable and questionable Internet sources. Writing will encompass narrative, literary, expository, and informational forms, with particular attention to analysis. The student will demonstrate correct use of language, spelling, and mechanics by applying grammatical conventions in writing and speaking.

Oral Language

- 9.1 The student will plan, present, and critique dramatic readings of literary selections.
 - a) Choose a literary form for presentation, such as a poem, monologue, scene from a play, or story.
 - b) Adapt presentation techniques to fit literary form.
 - c) Use verbal and nonverbal techniques for presentation.
 - d) Evaluate impact of presentation.
- 9.2 The student will make planned oral presentations.
 - a) Include definitions to increase clarity.
 - b) Use relevant details to support main ideas.
 - c) Illustrate main ideas through anecdotes and examples.
 - d) Cite information sources.
 - e) Make impromptu responses to questions about presentation.
 - f) Use grammatically correct language, including vocabulary appropriate to the topic, audience, and purpose.

Reading Analysis

- 9.3 The student will read and analyze a variety of literature.
 - a) Identify format, text structure, and main idea.
 - b) Identify the characteristics that distinguish literary forms.
 - c) Use literary terms in describing and analyzing selections.
 - d) Explain the relationships between and among elements of literature: characters, plot, setting, tone, point of view, and theme.
 - e) Explain the relationship between the author's style and literary effect.
 - f) Describe the use of images and sounds to elicit the reader's emotions.
 - g) Explain the influence of historical context on the form, style, and point of view of a written work.

- 9.4 The student will read and analyze a variety of informational materials (manuals, textbooks, business letters, newspapers, brochures, reports, catalogs) and nonfiction materials, including journals, essays, speeches, biographies, and autobiographies.
- a) Identify a position/argument to be confirmed, disproved, or modified.
 - b) Evaluate clarity and accuracy of information.
 - c) Synthesize information from sources and apply it in written and oral presentations.
 - d) Identify questions not answered by a selected text.
 - e) Extend general and specialized vocabulary through speaking, reading, and writing.
 - f) Read and follow instructions to complete an assigned project or task.
- 9.5 The student will read dramatic selections.
- a) Identify the two basic parts of drama: staging and scripting.
 - b) Compare and contrast the elements of character, setting, and plot in one-act plays and full-length plays.
 - c) Describe how stage directions help the reader understand a play's setting, mood, characters, plot, and theme.

Writing

- 9.6 The student will develop narrative, expository, and informational writings to inform, explain, analyze, or entertain.
- a) Generate, gather, and organize ideas for writing.
 - b) Plan and organize writing to address a specific audience and purpose.
 - c) Communicate clearly the purpose of the writing.
 - d) Write clear, varied sentences.
 - e) Use specific vocabulary and information.
 - f) Arrange paragraphs into a logical progression.
 - g) Revise writing for clarity.
 - h) Proofread and prepare final product for intended audience and purpose.
- 9.7 The student will edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing.
- a) Use and apply rules for the parts of a sentence, including subject/verb, direct/indirect object, and predicate nominative/predicate adjective.
 - b) Use parallel structures across sentences and paragraphs.
 - c) Use appositives, main clauses, and subordinate clauses.
 - d) Use commas and semicolons to distinguish and divide main and subordinate clauses.

Research

- 9.8 The student will credit the sources of both quoted and paraphrased ideas.
- a) Define the meaning and consequences of plagiarism.
 - b) Distinguish one's own ideas from information created or discovered by others.
 - c) Use a style sheet, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA), for citing sources.

- 9.9 The student will use print, electronic databases, and online resources to access information.
- a) Identify key terms specific to research tools and processes.
 - b) Narrow the focus of a search.
 - c) Scan and select resources.
 - d) Distinguish between reliable and questionable Internet sources and apply responsible use of technology.

Grade Ten

The tenth-grade student will become a skilled communicator in small-group learning activities. The student will read and critique literary works from a variety of eras and cultures. Attention will be given to the analysis of consumer information, such as labels, owners' manuals, warranties, and contracts. The student will critique the writing of peers and professionals, using analysis to improve writing skills. The student will continue to build research skills by crediting sources and presenting information in a format appropriate for content. Grammar knowledge will be expanded as the student presents, writes, and edits materials, applying the conventions of language.

Oral Language

- 10.1 The student will participate in and report on small-group learning activities.
 - a) Assume responsibility for specific group tasks.
 - b) Participate in the preparation of an outline or summary of the group activity.
 - c) Include all group members in oral presentation.
 - d) Use grammatically correct language, including vocabulary appropriate to the topic, audience, and purpose.
- 10.2 The student will critique oral reports of small-group learning activities.
 - a) Evaluate one's own role in preparation and delivery of oral reports.
 - b) Evaluate effectiveness of group process in preparation and delivery of oral reports.

Reading Analysis

- 10.3 The student will read, comprehend, and critique literary works.
 - a) Identify text organization and structure.
 - b) Identify main and supporting ideas.
 - c) Make predictions, draw inferences, and connect prior knowledge to support reading comprehension.
 - d) Explain similarities and differences of techniques and literary forms represented in the literature of different cultures and eras.
 - e) Identify universal themes prevalent in the literature of different cultures.
 - f) Examine a literary selection from several critical perspectives.
- 10.4 The student will read and interpret informational materials.
 - a) Analyze and apply the information contained in warranties, contracts, job descriptions, technical descriptions, and other informational sources, including labels, warnings, manuals, directions, applications, and forms, to complete specific tasks.
 - b) Skim manuals or informational sources to locate information.
 - c) Compare and contrast product information contained in advertisements with that found in instruction manuals and warranties.
- 10.5 The student will read and analyze a variety of poetry.
 - a) Compare and contrast the use of rhyme, rhythm, and sound to convey a message.
 - b) Compare and contrast the ways in which poets use techniques to evoke emotion in the reader.
 - c) Interpret and paraphrase the meaning of selected poems.

- 10.6 The student will read and critique dramatic selections.
- a) Explain the use of asides, soliloquies, and monologues in the development of a single character.
 - b) Compare and contrast character development in a play to characterization in other literary forms.

Writing

- 10.7 The student will develop a variety of writing, with an emphasis on exposition.
- a) Generate, gather, plan, and organize ideas for writing.
 - b) Elaborate ideas clearly through word choice and vivid description.
 - c) Write clear, varied sentences.
 - d) Organize ideas into a logical sequence.
 - e) Revise writing for clarity of content and presentation.
 - f) Proofread and prepare final product for intended audience and purpose.
- 10.8 The student will edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing.
- a) Use a style manual, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA), to apply rules for punctuation and formatting of direct quotations.
 - b) Apply rules governing use of the colon.
 - c) Distinguish between active and passive voice.
- 10.9 The student will critique professional and peer writing.
- a) Analyze the writing of others.
 - b) Describe how the author accomplishes the intended purpose of a writing.
 - c) Suggest how writing might be improved.
- 10.10 The student will use writing to interpret, analyze, and evaluate ideas.
- a) Explain concepts contained in literature and other disciplines.
 - b) Translate concepts into simpler or more easily understood terms.

Research

- 10.11 The student will collect, evaluate, organize, and present information.
- a) Organize information from a variety of sources.
 - b) Develop the central idea or focus.
 - c) Verify the accuracy and usefulness of information.
 - d) Credit sources for both quoted and paraphrased ideas.
 - e) Present information in an appropriate format, such as an oral presentation, written report, or visual product.
 - f) Use technology to access information, organize ideas, and develop writing.

Grade Eleven

The eleventh-grade student will be able to make and analyze informative and persuasive oral presentations, with attention to the accuracy of evidence and the effectiveness of delivery. The study of both classic and contemporary American literature will enhance the student's appreciation for literature. The student will be able to identify the prevalent themes and characterizations present in American literature, which are reflective of the history and culture. The student will be able to write clear and accurate personal, professional, and informational correspondence and reports for research and other applications. Grammar development will continue through the application of rules for sentence formation, usage, spelling, and mechanics. The student will develop informative and persuasive compositions by locating, evaluating, synthesizing, and citing applicable information with careful attention to organization and accuracy.

Oral Language

- 11.1 The student will make informative and persuasive presentations.
 - a) Gather and organize evidence to support a position.
 - b) Present evidence clearly and convincingly.
 - c) Support and defend ideas in public forums.
 - d) Use grammatically correct language, including vocabulary appropriate to the topic, audience, and purpose.
- 11.2 The student will analyze and evaluate informative and persuasive presentations.
 - a) Critique the accuracy, relevance, and organization of evidence.
 - b) Critique the clarity and effectiveness of delivery.

Reading Analysis

- 11.3 The student will read and analyze relationships among American literature, history, and culture.
 - a) Describe contributions of different cultures to the development of American literature.
 - b) Compare and contrast the development of American literature in its historical context.
 - c) Discuss American literature as it reflects traditional and contemporary themes, motifs, universal characters, and genres.
 - d) Describe how use of context and language structures conveys an author's intent and viewpoint in contemporary and historical essays, speeches, and critical reviews.
- 11.4 The student will read and analyze a variety of informational materials.
 - a) Use information from texts to clarify or refine understanding of academic concepts.
 - b) Read and follow directions to complete an application for college admission, for a scholarship, or for employment.
 - c) Apply concepts and use vocabulary in informational and technical materials to complete a task.
 - d) Generalize ideas from selections to make predictions about other texts.
 - e) Analyze information from a text to draw conclusions.

- 11.5 The student will read and critique a variety of poetry.
- a) Analyze the poetic elements of contemporary and traditional poems.
 - b) Identify the poetic elements and techniques that are most appealing and that make poetry enjoyable.
 - c) Compare and contrast the works of contemporary and past American poets.
- 11.6 The student will read and critique a variety of dramatic selections.
- a) Describe the dramatic conventions or devices used by playwrights to present ideas.
 - b) Compare and evaluate adaptations and interpretations of a script for stage, film, or television.
 - c) Explain the use of verbal, situational, and dramatic irony.

Writing

- 11.7 The student will write in a variety of forms, with an emphasis on persuasion.
- a) Generate, gather, plan, and organize ideas for writing.
 - b) Develop a focus for writing.
 - c) Evaluate and cite applicable information.
 - d) Organize ideas in a logical manner.
 - e) Elaborate ideas clearly and accurately.
 - f) Adapt content, vocabulary, voice, and tone to audience, purpose, and situation.
 - g) Revise writing for accuracy and depth of information.
 - h) Proofread final copy and prepare document for intended audience and purpose.
- 11.8 The student will edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing.
- a) Use a style manual, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA), for producing research projects.
 - b) Use verbals and verbal phrases to achieve sentence conciseness and variety.
 - c) Adjust sentence and paragraph structures for a variety of purposes and audiences.
- 11.9 The student will write, revise, and edit personal, professional, and informational correspondence to a standard acceptable in the workplace and higher education.
- a) Apply a variety of planning strategies to generate and organize ideas.
 - b) Organize information to support purpose and form of writing.
 - c) Present information in a logical manner.
 - d) Revise writing for clarity.
 - e) Use technology to access information, organize ideas, and develop writing.

Research

- 11.10 The student will analyze, evaluate, synthesize, and organize information from a variety of sources to produce a research product.
- a) Narrow a topic.
 - b) Develop a plan for research.
 - c) Collect information to support a thesis.
 - d) Evaluate quality and accuracy of information.
 - e) Synthesize information in a logical sequence.
 - f) Document sources of information, using a style sheet, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA).
 - g) Edit writing for clarity of content and effect.
 - h) Edit copy for grammatically correct use of language, spelling, punctuation, and capitalization.
 - i) Proofread final copy and prepare document for publication or submission.
 - j) Use technology to access information, organize ideas, and develop writing.

Grade Twelve

The twelfth-grade student will use organizational skills, audience awareness, appropriate vocabulary and grammar, and both verbal and nonverbal presentation skills to plan and deliver an effective 5 to 10 minute oral presentation. The student will analyze British literature and literature of other cultures, with attention to the many classic works which may be studied. Writing will include the production of informational and expository papers, which are organized logically and contain clear and accurate ideas. The student will also produce a well-documented major research paper, using a standard method of documentation. The student will demonstrate advanced knowledge of grammatical conventions through writing, editing, and speaking.

Oral Language

- 12.1 The student will make a 5 to 10 minute formal oral presentation.
 - a) Choose the purpose of the presentation: to defend a position, to entertain an audience, or to explain information.
 - b) Use a well-structured narrative or logical argument.
 - c) Use details, illustrations, statistics, comparisons, and analogies to support purposes.
 - d) Use visual aids or technology to support presentation.
 - e) Use grammatically correct language, including vocabulary appropriate to the topic, audience, and purpose.
- 12.2 The student will evaluate formal presentations.
 - a) Critique relationships among purpose, audience, and content of presentations.
 - b) Critique effectiveness of presentations.

Reading Analysis

- 12.3 The student will read and analyze the development of British literature and literature of other cultures.
 - a) Recognize major literary forms and their elements.
 - b) Recognize the characteristics of major chronological eras.
 - c) Relate literary works and authors to major themes and issues of their eras.
- 12.4 The student will read and analyze a variety of informational materials, including electronic resources.
 - a) Identify formats common to new publications and information resources.
 - b) Recognize and apply specialized informational vocabulary.
 - c) Evaluate a product based on analysis of the accompanying warranty and instruction manual.
 - d) Evaluate the quality of informational and technical materials.
- 12.5 The student will read and critique a variety of poetry.
 - a) Explain how the choice of words in a poem creates tone and voice.
 - b) Explain how the sound of a poem (rhyme, rhythm, onomatopoeia, repetition, alliteration, assonance, and parallelism) supports the subject and mood.
 - c) Explain how imagery and figures of speech (personification, simile, metaphor) appeal to the reader's senses and experience.
 - d) Compare and contrast traditional and contemporary works of poets from many cultures.

- 12.6 The student will read and critique dramatic selections from a variety of authors.
- a) Describe the conflict, plot, climax, and setting.
 - b) Compare and contrast ways in which character, scene, dialogue, and staging contribute to the theme and the dramatic effect.
 - c) Identify the most effective elements of selected plays.
 - d) Compare and contrast dramatic elements of plays from American, British, and other cultures.

Writing

- 12.7 The student will develop expository and informational writings.
- a) Generate, gather, and organize ideas for writing.
 - b) Consider audience and purpose when planning for writing.
 - c) Write analytically about literary, informational, and visual materials.
 - d) Elaborate ideas clearly and accurately.
 - e) Revise writing for depth of information and technique of presentation.
 - f) Apply grammatical conventions to edit writing for correct use of language, spelling, punctuation, and capitalization.
 - g) Proofread final copy and prepare document for publication or submission.

Research

- 12.8 The student will write documented research papers.
- a) Identify and understand the ethical issues of research and documentation.
 - b) Evaluate the accuracy and usefulness of information.
 - c) Synthesize information to support the thesis.
 - d) Present information in a logical manner.
 - e) Cite sources of information, using a standard method of documentation, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA).
 - f) Edit copies for correct use of language, spelling, punctuation, and capitalization.
 - g) Proofread final copy and prepare document for publication or submission.